

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED EDUCATION AGENCY 26 PM 3:11 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Waco ISD	161914		
Vendor ID #	ESC Region #		
74-6002532	12		
Mailing address	City	State	ZIP Code
501 Franklin Ave	Waco	TX	76703-0027
Primary Contact			
First name	M.I.	Last name	Title
Dr. Robin		McDurham	Assistant Superintendent of Student Services & Family Engagement
Telephone #	Email address	FAX #	
254-755-9601	robin.mcdurham@wacoisd.org	254-750-3457	
Secondary Contact			
First name	M.I.	Last name	Title
Sharla	J	Garcia	Coordinator – Grants Management Department
Telephone #	Email address	FAX #	
254-710-9230	sharla.garcia@wacoisd.org	254-750-3457	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. A. Marcus		Nelson	Superintendent of Schools
Telephone #	Email address		FAX #
254-755-9421	marcus.nelson@wacoisd.org		254-755-9690

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

"If we teach today as we taught yesterday, we rob our children of tomorrow." ~ John Dewey

In order to continue developing the innovative regional programs at the Greater Waco Academies (GWA), both the **Greater Waco Advanced Manufacturing Academy (GWAMA)** and the **Greater Waco Advanced Health Care Academy (GWAHCA)** require additional funding to support sustainable expansion of program opportunities in high-demand occupations. Equipment included in this proposal will provide students at GWAMA's Construction Science Academy with industry standard equipment to gain both **technical knowledge** and **workforce-ready skills** through a hands-on learning environment. At GWAHCA, medical equipment to support EKG training will offer students an opportunity for an **EKG certification**, thereby **increasing their post-graduation marketability**. Additionally, the proposal addresses the cost of Certified Nursing Assistants (CNA) certifications, which has proven to be a barrier to student enrollment and/or completion of the program. With the expanded programs' offerings, updated recruiting materials and college/career resources to reflect program changes are essential for both academies. This Perkins Reserve Grant proposal aligns with the district wide strategic goals established by the Waco ISD Board of Trustees: *to increase college and career readiness and post-secondary success for all Greater Waco Academies' students.*

In 2013, Waco ISD launched GWAMA, their first regional magnet school, and served eleven school districts. Four years later, GWAMA continues to thrive, and collaborate with local businesses and institutions of higher learning to integrate the Career and Technical Education (CTE) courses of welding, precision metal manufacturing, electronics, and robotics with science and mathematics courses. Funded in part by a grant from the Magnet School Assistance Program, GWAMA has gained local, regional, statewide, and national recognition for its innovative practices. The Texas Workforce Commissioner, Andres Alcantar, Congressman Bill Flores, Congressman John Carter, and Texas House Representative, Charles "Doc" Anderson, all **endorsed GWAMA as a model for workforce education**. Due in part to the success of GWAMA, Waco ISD opened a second regional magnet in September 2015, the Greater Waco Advanced Health Care Academy (GWAHCA), serving twelve school districts. GWAHCA works in partnership with Baylor Scott & White Hillcrest Medical Center, Providence Medical Center, Family Health Center, and McLennan Community College to provide pre-healthcare service instruction that has led to a locally developed and recognized Advanced Certified Nursing Assistants (CNA) program.

The needs assessment process for the Greater Waco Academies is closely tied to their advisory boards, which consists of business, education, and community leaders. These boards and their committees meet frequently and work closely with GWAMA and GWAHCA to develop curriculum, evaluate progress towards program goals, mentor students, seek input from other key stakeholders, and set strategic goals. The advisory boards originally developed the goals, priorities, and list of needs for this project (outlined below). GWAMA's advisory board provided a prioritized list of equipment for the **Construction Science Academy** for the first year of operation (saws, air compressors, tool kits, and additional power tools). GWAHCA's advisory board identified the need to **add an EKG certification** to enhance the quality of graduates employed by industry partners. The necessary equipment to make this certification possible includes EKG machines, electrodes, and additional hospital beds. Beyond equipment, the cost of both EKG and CNA certifications were recognized as a significant barrier for students enrolling and/or completing the program at GWAHCA. This need could be eradicated through covering certification costs with grant funds.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

These recommendations from the advisory boards were reviewed by the Director of CTE and the Grants Management Department to develop this grant proposal. Using the information provided, the grant writing team developed a budget to best reflect the prioritized needs of expanded program opportunities, to address barriers to program completion, and to provide recruiting materials/college and career resources reflecting program expansion. Careful consideration was given to goals, objectives, milestones, and budget items to ensure fidelity to the grant goals requirements. If awarded, the Director of CTE is charged with the oversight of grant compliance in accordance with both the statutory and TEA's program requirements as outlined in Waco ISD's 2017-2018 Perkins Formula Grant. Moreover, prior to submission, careful review of all schedules in this grant applications was performed by the District's Grant Management Department (GMD), and the GMD certifies that this proposal completely and accurately addresses all **statutory and TEA program requirements**.

Waco ISD ensures consistent, high-quality management of grant-funded programs through essential personnel that utilize key processes and procedures to focus on the grant's goals and objectives. Some key personnel involved in the oversight include the Assistant Superintendent of Student Services, the Director of CTE, the Director of Greater Waco Academies, and the Assistant Director of Greater Waco Academies. Key elements involved in the processes and procedures necessary to manage the grant include district based assessment testing, feedback via observations and surveys (students and staff), the Greater Waco Academies Advisory Boards, and the Grants Management Department (GMD). The Director of CTE and Director of Greater Waco Academies will meet regularly with GMD staff to monitor the projects' progression and review relevant data. The GMD will also work alongside the academies to ensure fidelity to grant requirements and timely communication regarding reporting with the funder.

The proposed expansion and enhancement of GWAMA and GWAHCA's programs through this grant aims to address local industry needs, improve the certification completion rates, and increase postsecondary options for students. The **proposal objectives will be monitored and evaluated** through surveys conducted by GWAMA and GWAHCA's advisory boards in order to assess student, employer, and stakeholder satisfaction with the program of study, facilities and equipment, and curriculum development. The Director of CTE and the Director of Greater Waco Academies will be responsible for reviewing data related to enrollment, student achievement, attendance, recruiting, college and career counseling, and certification testing. Additionally, students graduating from the program will be surveyed to gauge postsecondary success through employment or enrollment in an institute of higher education.

The level of commitment and investment from local industry leaders, Waco ISD, institutions of higher education, and the greater Waco community is significant and consistent. The success of programs at GWAMA and GWAHCA thus far can be largely accredited to the time, finances, and energy that have been poured into the programs by these partnerships. Industry leaders in both construction and healthcare have shown a **strong and steady level of commitment** to the programs' success through their involvement in the design, development, implementation, and ongoing evaluation of the academies. They have committed resources and funds (*including matching funds in the budget on Schedule 9*) to **support the long-term success and sustainability** of these programs as well. Waco ISD continues to research and pursue additional resources, grants, and donations to complement the local funds spent on the academies in an effort to continue forward momentum for the academies' programs.

Goals for the programs at both GWAMA and GWAHCA will be reviewed and evaluated throughout the year by district leadership along with their respective advisory boards. This will be done through the lens of ensuring the development of long-term plans, consistently pursuing donors and new partners, and seeking additional financial resources that will guarantee the sustainability of the programs included in this proposal. The vision of **increasing opportunities for students to acquire technical knowledge and skills that will lead to postsecondary success in high-demand, high-wage occupations** is not only the foundation that formed the GWAMA and GWAHCA programs, but is also the driving force behind focusing on the success and sustainability to ensure their vitality for years to come.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100				
Schedule #8	Professional and Contracted Services (6200)	6200				
Schedule #9	Supplies and Materials (6300)	6300	\$46,501		\$46,501	\$29,460
Schedule #10	Other Operating Costs (6400)	6400	\$27,149		\$27,149	
Schedule #11	Capital Outlay (6600)	6600				
Grand total of budgeted costs (add all entries in each column):			\$73,650		\$73,650	\$29,460

Administrative Cost Calculation

Enter the total grant amount requested:	\$73,650
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	None requested

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$46,501	\$29,460
Grand total:		\$46,501	\$29,460

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 161914		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires pre-authorization in writing.		
Subtotal other operating costs requiring specific approval:			
	Remaining 6400—Other operating costs that do not require specific approval:	\$27,149	
Grand total:		\$27,149	

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	293	79%	
Limited English proficient (LEP)	51	14%	
Attendance rate	DNA	95%	
Annual dropout rate (Gr 9-12)	DNA	2%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	8	50%	
6-10 Years Exp.	3	19%	
11-20 Years Exp.	3	19%	
20+ Years Exp.	2	12%	
No degree	1	6%	
Associates' Degree	7	44%	
Bachelor's Degree	5	31%	
Master's Degree	3	19%	
Doctorate			

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											63	161	149	373

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											9	16	16	16**

****NOTE:**

Due to the structure of the Academies' classes, teachers instruct students in more than one grade level for all of their classes. Between the two Academies there are 16 staff who are instructional teachers:

GWAMA has 9 teachers who instruct 10th through 12th grade students.

GWAHCA has 7 teachers who instruct 11th through 12th grade students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since the inception of GWAMA (2013) and GWAHCA (2015), the academies have utilized an ongoing assessment and continual improvement process to ensure students receive high-quality and relevant education and training. Although the academies vary in their focus, the **needs assessment process** for both academies is similar. *It is a systematic and effective method of soliciting input from key stakeholders, compiling the information to identify and prioritize needs, and developing relevant postsecondary options for students.* The varied programmatic focuses of the academies (manufacturing & healthcare), provides unique aspects of the assessment process that are specific to each program.

Greater Waco Advanced Manufacturing Academy (GWAMA)

The creation of GWAMA in 2013 grew out of the District's response to an expressed industry need that was identified by local business leaders. Recently, local industry leaders approached Waco ISD with a new need: a shortage of qualified construction workers, resulting in a new request: to launch a Construction Science Academy.

Waco ISD contacted the workforce development board for advice and information. Securing a report produced by the board, the District was able to validate that the expressed need was in fact a legitimate issue. District leadership located additional statistics on high-demand occupations in the Texas Workforce Commission's 2016 Annual Report and from the Bureau of Labor Statistics. All information reviewed confirmed construction is a high-demand occupation.

Committed to meeting workforce needs and focusing on high-demand occupations, the District opened the Construction Science Academy at GWAMA this fall. With that said, creating a new academy is no small task. The District has been able to secure the most basic equipment and supplies, but needs assistance to upgrade and expand program capacity. GWAMA's goal is to provide industry standard equipment so students can experience hands-on learning in an environment that simulates the workforce. The equipment purchased through this proposal makes that goal a reality.

Greater Waco Advanced Health Care Academy (GWAHCA)

As a part of the continuous improvement process, GWAHCA solicits feedback from the business industry. Over the past year, the industry leaders approached district leadership with information identifying a new need: employees with CNA certifications also need EKG certification, creating a new request: to add EKG certification to the current CNA program.

Utilizing a similar process as outlined above, GWAHCA reached out to the local workforce development board, secured vital information about high-demand healthcare occupations, and validated the industry leaders' concerns. EKG certification would undoubtedly enhance students' opportunities for future employment.

The expanded offering at GWAHCA comes with additional needs. District leadership gathered information about the equipment required for EKG certification from the business industry (EKG machine, electrodes, hospital beds). The grant proposes to fund the initial expansion through the purchase of this equipment.

The District identified and prioritized the need to reduce financial barriers for students completing the certification by covering the costs of the tests. As later discussed in *Schedule 17.6*, the District is developing a long-term plan to address this need. With the projection of a year before the plan is fully operational, GWAHCA needs assistance in covering the cost of certifications for students, which is a need this grant proposal includes.

Finally, district leadership identified needs for both academies: 1) recruiting materials, and 2) college and career resources. With changes in program offerings at the academies, printed materials need to be updated and expanded to reflect these changes. Material distribution, usefulness, and effectiveness will be tracked and documented to provide leadership with the information needed for future decision-making.

Campuses served by the grant are the campuses with current representation at the academies and are specifically identified later in the grant proposal (Schedule 17, Part 8).

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide qualified graduates from GWAMA's Construction Science Academy (e.g. carpenters, pipefitters, electricians, and bricklayers) to meet the local industries' demand for highly skilled workers.	Upgrade and expand equipment for GWAMA's Construction Science Academy to provide industry standard tools for students' hands-on education and training.
2.	Expand GWAHCA's Certified Nursing Assistant (CNA) students' skills and qualifications to include EKG certifications to meet local industries' demand for highly skilled workers.	Upgrade and expand equipment used for GWAHCA students' skills training. Purchase equipment required for EKG certification testing. Provide for EKG certification costs for students.
3.	Reduce the financial barriers to completing the program that GWAHCA students experience.	Provide for CNA and EKG certification costs for all GWAHCA students.
4.	Increase awareness of expanded postsecondary options at GWAMA (Construction Science Academy) and GWAHCA (EKG certification).	Dispense recruiting materials for outreach to potential students in the Greater Waco area. Equip counselors and/or students at both GWAMA and GWAHCA with additional resources to explore postsecondary options.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent Student Services	Minimum of Master's in Education or related field; EdD preferred, Texas Mid-Management or other appropriate Texas Certificate, valid Texas teaching certificate, and minimum five years demonstrated success in teaching and administration combined.
2.	Director of Career and Technology Educaiton (CTE)	Master's in Education or related field, Vocational (CTE) Teacher Certification, Supervisor or Management Certification, and minimum three years teaching experience in a CTE subject; administrative experience preferred.
3.	Director of Greater Waco Academies	Master's degree in Educational Administration or related field, Certified Professional Development and Appraisal System appraiser, minimum three years experience as a classroom teacher, two years experience as a campus administrator, and experience working with business and community leaders.
4.	Assistant Director of Greater Waco Academies	Master's degree in Education or related field, Principal's Certification, minimum three years experience as classroom teacher, minimum two years experience in Career and Technical Education or similar field preferred.
5.	Teaching Staff	Bachelor's degree in Educatoin or related field, Texas Teacher Certification, Trades and Industry and Health Science specializations, and relevant industry experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Upgrade & expand equipment for GWAMA's Construction Science Academy	1. Perform procurement process with vendors	12/13/2017	01/31/2018
		2. Purchase equipment	12/13/2017	01/31/2018
		3. Receive and install equipment	01/03/2018	02/28/2018
		4. Utilize equipment through students' hands-on training	01/04/2018	08/31/2018
2.	Upgrade & expand equipment for GWAHCA	1. Perform procurement process with vendors	12/13/2017	01/31/2018
		2. Purchase equipment	12/13/2017	01/31/2018
		3. Receive and install equipment	01/03/2018	02/28/2018
		4. Utilize equipment through students' hands-on training	01/04/2018	08/31/2018
3.	Reduce financial barriers by providing for CNA & EKG certification costs for GWAHCA students	1. Train students in area of certification	12/13/2017	04/30/2018
		2. Register eligible students for testing	01/03/2018	03/30/2018
		3. Verify registration and payment for certifications	02/01/2018	03/30/2018
		4. Verify students' completion of certification tests	05/01/2018	07/31/2018
4.	Dispense recruiting materials for outreach to potential students	1. Form committee to identify recruiting materials needed	12/13/2017	01/12/2018
		2. Research and review options (committee)	01/03/2018	02/02/2018
		3. Make recommendation (committee to WISD staff)	01/03/2018	02/02/2018
		4. Review/purchase recruiting materials (WISD staff)	01/22/2018	02/28/2018
		5. Distribute materials to potential students	02/01/2018	08/31/2018
5.	Equip counselors/ students with additional resources related to postsecondary options	1. Form committee to research and review resources	12/13/2017	01/12/2018
		2. Research/review relevant options (committee)	01/03/2018	02/02/2018
		3. Make recommendations (committee to WISD staff)	01/03/2018	02/02/2018
		4. Review/purchase postsecondary resources (WISD staff)	01/22/2018	02/28/2018
		5. Utilize postsecondary resoucrs (counselors/students)	02/01/2018	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Greater Waco Academies utilize a series of processes as a part of a larger *management plan* within the District. These processes offer leadership the valuable insights necessary to ensure continuous improvement. One key element of the management plan is to *monitor the attainment of goals and objectives* for both academies. Part of monitoring involves *identifying* when the plan *needs adjusting*, which occurs through several mechanisms.

- District-based assessment testing provides concrete data around TEKS mastery every six weeks; review of testing results furnish administrators with ample information to make the necessary adjustments in instruction.
- Feedback via observations and surveys demonstrate an array of perspectives from students, teachers, parents, the community, and business partners, and allow administrators to detect and address detrimental patterns/trends.
- Greater Waco Academies Advisory Boards consist of business, education, and community partners actively involved in developing immediate and long-term goals, implementing strategies, and assessing effectiveness.
- Grants Management Department (GMD) facilitates grant oversight at the district-level through regular meetings, fiscal reviews, and discussions centered around progress towards program goals/objectives.

Once the need to make adjustments has been determined, district leadership is charged with revising and implementing the management plan. District leadership and the advisory boards work closely to research issues that impede the attainment of objectives, identify the root cause(s), and develop viable solutions. Communicating any adjustments to the program through the continuous improvement process consists of multiple layers.

- Students/Families – Counselors and Family Liaisons communicate with students/families concerning academic options, program goals, and any changes/adjustments when they occur.
- Campus level – Campus leadership, staff, and teachers attend regular meetings to discuss any changes in policies, processes, and/or procedures. A written explanation is distributed with each change discussed.
- District level – Campus level and district level staff meet regularly to discuss concerns, progress, and any changes.
- Outside the district – Advisory board meeting minutes detail discussions of program changes and are posted on the Waco ISD CTE webpage.

Both academies maximize use of websites, newsletters, and social media to communicate changes with the groups listed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Between the two academies, there is a plethora of *existing efforts similar to the proposed project*. At GWAMA, other CTE courses/pathways include Precision Metal, Robotics, and Welding. The CTE Academies at Waco HS and A.J. Moore Academies and University HS have a vast array of programs that include Architecture, Arts & Audio Visual Production, Automotive Technology, Culinary Arts, Criminal Justice, Education, Engineering, and Sales & Marketing.

Waco ISD's CTE will oversee the *coordination of existing efforts* with the proposed project. The Greater Waco Academies' advisory boards work to ensure comprehensive course offerings continue to meet students' needs. The Grants Management Department serves to ensure accountability for the grant. Working together, these entities can ensure fidelity to the grant, maintain open and ongoing communication among partner districts and key stakeholders, and build trust within the community; all fundamental components that are required to safeguard program sustainability and commitment.

The outlook for *long term sustainability* and commitment is exceptionally strong since local business leaders initiated the creation of both academies. At inception, GWAMA received assistance from a multi-year federal grant. After the grant ended in 2016, support from Waco ISD, local businesses and partner districts has enabled the campus to continue to operate at the same level. Waco ISD exhibited an even higher level of commitment when GWAHCA was opened without any grant funding. With such a rich history of widespread commitment, sustaining this project long-term is highly favorable.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation			
County-district number or vendor ID: 161914		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1	Objective: Upgrade and expand equipment for GWAMA's Construction Science Academy Evaluation: Accounting records, documented observations, and student/teacher feedback	1.	Receipts and installation of equipment
		2.	Utilization of equipment by staff and students
2	Objective: Upgrade and expand equipment for GWAHCA Evaluation: Accounting records, documented observations, and student/teacher feedback	1.	Receipts and installation of equipment
		2.	Utilization of equipment by staff and students
3	Objective: Reduce financial barriers by providing for CNA & EKG certification costs for GWAHCA students Evaluation: Accounting payments align with testing registration information; student and parent feedback	1.	Payment/registration of students for testing
		2.	Financial barrier does not prevent student testing
4	Objective: Provide recruiting materials Evaluation: Track materials through distribution log	1.	Potential students receive recruiting material through multiple venues
5	Objective: Provide resources for postsecondary options Evaluation: Career counselor logs of meetings	1.	All GWAMA and GWAHCA students who meet with career counselors receive resource materials
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The data collection process involves multiple levels of coordination and communication within the district and among district partners. The goal of collecting program-level and student-level data is to address and correct problems, and inform the decision making process.</p> <p>Program-level data: Program-level data is secured through numerous documents such as agendas, meeting notes, and sign-in sheets. Collection of program-level data is ongoing throughout the school year and requires the involvement of a diverse group: campus leadership, staff and/or teachers, district-level staff, and district partners. Data is scanned or entered and then retained on a shared network. District leadership systematically compiles the information into a formatted report, and along with student-level data (below), submits the information for review at regularly held advisory board meetings.</p> <p>Student-level data: Due to the unique nature of the Greater Waco Academies' (GWAs) academic structure and design, the GWAs utilize a specialized software system to track student-level data (grades, attendance, demographics, and achievement results). Data is entered into the system by various individuals, including the campus secretary, counselor, and/or classroom teachers. Updating student data is performed on an as-needed basis, and paper copies of all documents are kept in each student's file. The academies coordinate with internal departments (PEIMS, Grants Management) to exchange or retrieve data as needed. For students whose home campus is outside Waco ISD, GWAs communicate with partner districts to secure student data (most data transmitted and stored electronically).</p> <p>Problem identification and correction is closely connected with the Management Plan and involves feedback and continuous improvement (See Schedule 14, Part 3). Gathering data from student achievement tests, teacher and student surveys, advisory boards, and internal departments provides the GWA with a diverse and comprehensive body of information. District leadership, business partners, and other key stakeholders review the data, offer constructive feedback on identified problems, and pose possible solutions. District leadership compiles information from all sources, works closely with the advisory boards on problem's correction, and communicates corrections accordingly.</p>			
For TEA Use Only			
Changes on this page have been confirmed with:		On this date:	
Via telephone/fax/email (circle as appropriate)		By TEA staff person:	

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

To initially **identify high-demand occupations**, the Greater Waco Academies collaborated with the local workforce development board, Workforce Solutions for the Heart of Texas (WS-HOT), by utilizing their data, reports, and expertise. WS-HOT publishes a list of targeted occupations each year based on 1) the cost and duration of postsecondary training (up to two years), 2) the number of training providers located within commuting distance of the area served, 3) an entry level wage of at least \$8.95/hr, 4) the opportunities for career progression, and 5) a strong likelihood of job placement after training. This data revealed that both the construction and healthcare industries are occupations in high-demand.

Subsequently, district leadership along with the Greater Waco Academies' advisory boards, interpreted and evaluated the data in relation to local county/regional needs. Since the advisory boards consist of industry and postsecondary partners, they are well positioned to recognize where workforce shortages exist and which occupations are in high-demand.

The interpretation and evaluation of data supported that there were three high-demand occupations not being served through the academies: Certified Nursing Assistant (CNA), masonry, and carpentry. As a last step of validation, district leadership purposed to locate additional statistics to support what the WS-HOT data demonstrated and the advisory board confirmed in terms of high-demand occupations. Using information from both state and local sources, the charts below clearly depict growth in the targeted occupations (CNA, masonry, carpentry) are indeed in high-demand.

High-Demand Occupation:

Construction Science		
Occupational Title	Percent Growth 2014-2024 Texas *	Percent Growth 2104-2024 USA**
Electricians	34.6%	14.0%
Plumbers, Pipefitters	27.4%	12.0%
Carpenters	25.2%	6.0%
HVAC	35.6%	14.0%
Masonry Workers	15.0%	15.0%

High-Demand Occupation:

Healthcare		
Occupational Title	Percent Growth 2014-2024 Texas *	Percent Growth 2104-2024 USA**
Registered Nurses	33.3%	16.0%
Licensed Practical & Vocational Nurses	28.4%	16.0%
Certified Nursing Assistant	36.7%	17.0%

*Modified from Texas Growth Occupations TWC Annual Report 2016

**Modified from Bureau of Labor Statistics - Occupational Handbook

Local employers identified expanding the CNA program to include EKG certification based upon their workforce demands, expressing that the EKG certification broadens an employee's skillset and usefulness to the employer. With a goal of preparing students for immediate work in the local industry, district leadership added this component to the program at GWAHCA.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

All programs of study at GWAMA and GWAHCA are designed to enable students to move seamlessly from their secondary education into postsecondary institutions of higher learning or to transition immediately into a high-demand occupation. This intentional development and design is accomplished through execution of a methodical needs assessment, promptly followed by the establishment of a management plan involving key stakeholders. Using the local workforce development board's guidance and resources, district leadership is confident the program designs will create a sequence of courses that is both appropriately aligned with high-demand occupations, and provides progressive rigor for students.

GWAMA – Design of Construction Science Academy Program

As previously mentioned (*Schedule 13, Part 1*), local business leaders in the construction industry identified the need for skilled workers and approached Waco ISD/GWAMA about expanding their program offerings to include a Construction Science Academy. Input from industry leaders and coordination with local institutions of higher education allowed the district to design a program with progressive rigor that is aligned to the identified high-demand occupation of construction.

Industry and educational leaders continue to join forces with the District leadership and the GWAMA advisory board to develop curriculum for subsequent years of the three-year certification program. Thus far, three possible exit paths have been identified for construction science students:

- **Exit Path 1** – Students earn an Industry Development certificate after completing a construction science practicum in their third year. Given the program is in its first year, the certification is currently under development and will be endorsed by both local and state builder's associations.
- **Exit Path 2** – Students who earn an Industry Development certificate and are interested in pursuing a technical college, receive articulated credit (details currently under negotiations with Texas State Technical College).
- **Exit Path 3** – Students may elect to continue their education at a four-year college. The dual credit earned in the Construction Science Academy provides a solid foundation for the career paths in Architecture or Engineering.

GWAHCA – Design of Health Science Program

GWAHCA's program has also been developed in close collaboration with healthcare industry and postsecondary partners. These partners initiated the creation and development of the program of study that provides highly skilled workers for the high-demand healthcare occupations. The local workforce development board provided the relevant workforce data to validate what industry leaders reported, encouraging GWAHCA to identify three paths that lead to postsecondary success for healthcare students after graduation:

- **Exit Path 1** – Students become a Certified Nursing Assistant (CNA) in the first year of the program. During the second year, students receive industry-developed training through clinical rotations in a long-term care facility.
- **Exit Path 2** – Students continue their education at MCC and select a specific area of certification (e.g. Respiratory Care Tech., Registered Nurse, Medical Assistant, Laboratory Tech., Occupational Therapy Assistant, Emergency Medical Tech., Radiologic Tech., Surgical Tech., or Physical Therapy Assistant).
- **Exit Path 3** – Students receive an Allied Health Associate of Arts certification through the WISD ACCELERATE Early College Program (prior to graduation). Upon completion of high school, students can transfer to a four-year health-focused Bachelor's program with a strong foundation in health science.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The construction science and healthcare program designs both include postsecondary coursework that is required to complete a certificate and/or lead to an Associate's degree within two to three years after graduating from high school. Additionally, both programs provide a foundation for interested students to further pursue a Bachelor's degree at a four-year institution. Students taking the Armed Services Vocational Aptitude Battery (ASVAB) for placement into the military also benefit from the academic integration into CTE courses taught at GWAMA and GWAHCA. Sample crosswalks below provide relevant coursework and associated certificate and degree programs for pathways.

Construction Science Academy – sequence offered			
Home High School Campus	GWAMA		
9 th	10 th	11 th	12 th
Principles of Architecture	Construction Technology	Extended Practicum in Construction Technology 1	Extended Practicum in Construction Technology 2

Upon graduation, construction science students will have earned the following:

- OSHA 10 certification
- Forklift Driver's License
- Articulated credit for Construction Technology
- A locally developed and state industry endorsed certificate

Students then have the option to go directly into the workforce or transition to TSTC to further develop their skills. Related programs of study at TSTC include Building Construction Technology, Drafting & Design, Electrical Construction, HVAC, and Plumbing & Pipefitting. While this nascent program develops, negotiations continue with TSTC to determine articulation alignment with the locally developed industry skills certificates.

Health Science - sequence offered							
Home High School Campus			GWAMA				
9 th	10 th		11 th			12 th	
Principles of Health Science	Counseling and Mental Health	Medical Terminology	Health Science Theory – Health Science Clinical	World Health Research	Anatomy & Physiology	Practicum & Extended Practicum in Health Science	Patho-physiology

Upon graduation, healthcare students will have earned the following:

- Certified Nursing Skills certification
- College credit for Medical Terminology, Anatomy & Physiology, and Pathophysiology

Students will be eligible after completion of the program at GWAHCA to enter the nursing program at McLennan Community College (MCC) at an accelerated level. Through MCC, students can continue their academic career to complete Licensed Vocational Nurse or Registered Nurse programs. In addition, MCC provides the opportunity for students to earn a Bachelor's or Master's of Science in Nursing through the University Center – Tarleton at MCC.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Partnerships with GWAMA: The Heart of Texas Builders Association and Central Texas Chapter of Associated General Contractors of America played an instrumental role in developing the curriculum for the first year of the Construction Science Academy, and will continue working with leadership in subsequent years. **NeighborWorks Waco** will provide hands-on opportunities for second year GWAMA students to work on a housing construction project. The **City of Waco** also collaborates with GWAMA and teaches students city codes and ordinances related to construction.

Partnerships with GWAHCA: Baylor Scott & White Medical Center and Providence Hospital are essential members of the GWAHCA advisory board, provide work-based learning for students through clinical rotations, and perform on-campus program observations. Additionally, they both consult with leadership regarding student graduates' on-the-job performance and identify areas in need of improvement. Feedback received from these partners was an integral part in adding the EKG certification to the program.

Partnerships with GWAMA and GWAHCA: GWAMA and GWAHCA each have an advisory board that meets regularly to provide oversight and guidance to their respective academies. These boards include representation from local businesses, educational institutions, and community partners, and provide feedback in an effort to facilitate the continuous improvement process. Additionally, local business partners collaborate with the academies through mentoring relationships. These relationships provide preemptive networking opportunities between students and the companies that are likely to employ them in the future. Other partnerships with institutes of higher education, such as **McLennan Community College** and **Texas State Technical College**, advise both academies on dual-credit courses and alignment of the curriculum with post-graduation pathways, ensuring a smooth transition to postsecondary learning.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The industry partners identified in this proposal for construction science and healthcare work closely with the advisory boards for both GWAMA and GWAHCA to provide leadership, guidance, and strategic planning for the academies. Their involvement directly touches almost every area of the academies, including curriculum development and opportunities for real world industry work experiences.

Two of GWAMA's industry partnerships assisted with curriculum development: the **Heart of Texas Builders Association** and the **Central Texas Chapter of Associated General Contractors of America**. Members of both associations actively participated in creating the first year curriculum for the Construction Science Academy through attending meetings, reviewing materials, and making recommendations. Furthermore, both organizations pledged to continue supporting curriculum development in the future. However, their assistance is not limited to curriculum development alone as they are also involved in the curriculum feedback and evaluation process. Involvement of this magnitude serves to ensure the management plan for feedback and continuous improvement is implemented with fidelity and adjusted as needed. Last of all, these partnerships extend hands-on learning experiences and industry networking opportunities for students.

GWAHCA collaborated with **Baylor Scott & White Medical Center** and **Providence Hospital** to develop the curriculum for their CNA program. These partners offered guidance on how to connect industry trends with curriculum development, and advised leadership on areas considered critical. These healthcare entities continue investing in GWAHCA through ongoing evaluation of curriculum and recommendations for changes. This feedback ensures students are prepared to handle the ever-changing needs of the industry. Students also complete clinical rotations at partner owned facilities, providing frequent industry experience relevant to students' postsecondary options. To allow an even deeper insight into their future opportunities, partners participate in a mentoring program with GWAHCA students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

With district-level guidance, the grant goals and objectives in this proposal were developed to *ensure alignment* with the broader Waco ISD and CTE department vision. This alignment would, by all indications, well-position the Greater Waco Academies to *maintain sustainability*. The high level of commitment from stakeholders and the robust structure of the Greater Waco Advanced Manufacturing Academy (GWAMA) and Greater Waco Advanced Health Care Academy (GWAHCA) advisory boards lends confidence to the fact that industry, education, and community partners will continue their investment long after the life of the grant, and that this investment will *sustain the goals of the grant programs*.

GWAMA – Equipment

When industry leaders approached GWAMA to establish the Construction Science Academy, the advisory board examined program costs in two categories: costs for start-up and costs for subsequent years. Committees of industry professionals developed a list of the critical tools needed to create a high-quality and rigorous program of study, which were then divided into necessities for each year of program implementation. The equipment included in the budget for this grant proposal is specifically the equipment identified as critical for Year 1 of the program. This equipment list includes saws, air compressors, tool kits, and additional power tools. Grant funds in continuation years would provide additional equipment from the list of critical tools needed for Years 2 and 3 of the program.

Industry leaders have pledged funds to help with the implementation year through matching funds as well as provide ongoing support for program needs as growth occurs (*see matching funds on Schedules 6 and 9*). The expected useful life of the equipment in this proposal is 10 to 20 years, allowing more than adequate time for the advisory board to plan replacement costs into the long-term sustainability plan for the Construction Science Academy. With the addition of a construction science program, GWAMA also anticipates an increase in student enrollment that will supply additional funding to support and expand the program.

GWAHCA – Equipment and Certifications

In response to feedback from local industry partners who employed GWAHCA graduates, the advisory board resolved that adding an EKG certification to the existing CNA program would produce graduates with a preferable skillset as they enter the workforce. District leadership obtained a list from industry leaders identifying the equipment required to offer EKG certification training; items include EKG machines, electrodes, and additional hospital bed stations. The advisory board continues to meet regularly and project future equipment needs associated with increased enrollment. Revenue from increased enrollment, industry donations, and district contributions are all targeted as prospective resources to meet future needs. Long-term strategic plans will incorporate replacement costs through sustainable resources.

GWAHCA's advisory board conducted a student/parent survey to determine barriers to student success. The results identified the main barriers related to finances were scrubs, required immunizations, drug testing, and program certifications. To address this barrier, the advisory board recommended that WISD pursue and prioritize options for covering the certification costs for students. In order to support these costs following the life of the grant, the advisory board is in the process of developing a donor system, called "Circle of Care." This contribution program will provide multiple levels of donations that will be used to supplement financial costs for students. One goal of this proposal is to use grant funds to support current students with identified needs while donations through the new donor program are secured throughout the school year.

Program expansion, upgraded equipment, and reduction of student financial barriers serve to increase enrollment, bringing additional funding to GWAHCA. These additional funds will help to provide for ongoing operational costs, including costs for equipment replacement and student certifications. Fewer grant funds will be required in continuation years as the both the donor program and increased enrollment enable long-term sustainability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The creation of both GWAMA and GWAHCA was centered around an ongoing **partnership between local industries, postsecondary institutions, and surrounding LEAs** with the goal of providing regional students with opportunities for career and technical education that could not be provided solely by the traditional school model that other schools districts within the region offer.

Greater Waco Advanced Manufacturing Academy (GWAMA)

At GWAMA, prior to launching the Construction Science Academy, several programs that each had their own industry certification existed that focused on other high-demand occupations: Precision Metal, Robotics, and Welding. The same partnership with the local manufacturing industry gave birth to the Construction Science Academy.

Through completion of the program at the Construction Science Academy, the following **industry certifications** are offered to students:

- OSHA 10
- Forklift Driver's License

Additional capstone experiences include:

- Earning an industry created and endorsed certification that outlines the skills mastered and includes the work-based learning experience listed below.
- Participating in a work-based learning opportunity on a housing project through NeighborWorks Waco (Year 2).
- Participating in a paid practicum with industry partners in areas such as plumbing, HVAC, electrical, masonry, and general construction (Year 3).

GWAMA's advisory board aims to determine articulation alignment and develop an articulation agreement with the locally developed industry skills certificates in conjunction with Texas State Technical College (TSTC).

Greater Waco Advanced Health Care Academy (GWAHCA)

At GWAHCA, partnerships evolved when the academy was opened in 2015, and the original partners remain active and supportive.

Through completion of GWAHCA's health science program, the following **industry certifications** are offered to students:

- Certified Nursing Assistant (CNA) (Year 1)
- EKG Technician (Year 2)

Additional capstone experience includes:

- Participating in work-based clinical rotations through various departments at local hospitals using curriculum developed in conjunction with industry leaders.

GWAHCA's advisory board aims to explore articulation alignment and an articulation agreement with the local institutions of higher learning.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

GWAMA and GWAHCA were created in an effort to meet the needs of businesses in the local area through providing technical education, expertise, and industry-standard equipment; and serving students who attend regional districts where the district could not provide an equivalent program.

Waco ISD's traditional CTE programs at both Waco High School and University High School include Architecture, Arts & AV Production, Automotive Technology, Culinary Arts, Criminal Justice, Education, Engineering, and Sales & Marketing. Partner districts also manage traditional CTE programs of their own. District leadership endeavors to work closely with all districts and avert any programmatic conflicts and/or duplication of services.

Due to the regional nature of the programs included in this proposal, the GWAMA and GWAHCA advisory boards, Waco ISD's Director of CTE, and the Director of Greater Waco Academies are highly intentional in considering that both the traditional CTE programs within Waco ISD as well as the needs of surrounding districts are addressed through GWAMA and GWAHCA's regional model.

As a result of the collaborative nature of the unique regional model at GWAHCA and GWAMA, significant efforts are made to communicate and work with partner districts and avoid duplication of programs and services provided to the greater Waco community.

Currently, the 14 participating high schools (districts) include:

- Brazos High School - Credit Recovery (Waco ISD)
- University High School (Waco ISD)
- Waco High School (Waco ISD)
- Bruceville-Eddy High School (Bruceville-Eddy ISD)
- LaVega High School (LaVega ISD)
- Lorena High School (Lorena ISD)
- McGregor High School (McGregor ISD)
- Marlin High School (Marlin ISD)
- Methodist Children's Home (University of Texas Charter)
- Mexia High School (Mexia ISD)
- Midway High School (Midway ISD)
- Reisel High School (Reisel ISD)
- Robinson High School (Robinson ISD)
- Troy High School (Troy ISD)

A Perkins Reserve Grant award to fund the development of the Construction Science Academy and the expansion of GWAHCA's health science program benefits and strengthens the CTE programs throughout the entire region. The expansion of opportunities that are deliberately planned and that focus on postsecondary options significantly increase the prospect of students in these programs having a successful transition from high school into college or a career.

The Greater Waco Academies were developed to accommodate unique and innovative programs, make vast and sustainable partnerships, and serve both students and industries throughout Central Texas – there is no doubt that if given the opportunity, time, and resources necessary, these academies will meet that vision for years to come

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: